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ABSTRACT

A study conducted in 1974 to provide information about black freshmen at North Carolina State University, and a comparison with non-black freshmen enrolled in 1974 are presented. A descriptive summary and statistical data are provided on the following: mean CHSR, SAT, and UPGA scores; political views; freshmen participation in selected activities; religious views; need for special assistance in selected areas; choice of career or occupation; preferred housing arrangements; decision to enroll at the college; educational goals, and opinions on campus issues. (SW)

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BLACK FRESHMEN AT NORTH CAROLINA STATE UNIVERSITY

FALL, 1974

BEST COPY AVAILABLE

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BLACK FRESHMEN AT NORTH CAROLINA STATE UNIVERSITY

INTRODUCTION

In the fall of 1974, the number of black freshmen entering N.C State University increased dramatically. Sixty black freshmen represented 2.4 percent of the entering freshmen class in 1973 while 155 black freshmen represented 5.1 percent of the 1974 total. The following study was conducted to provide information about these black freshmen: why they entered NCSU; what their goals, plans, and attitudes are; and what type of assistance they anticipate needing while at N. C. State. This information is compared throughout the report with that for non-black freshmen who also enrolled in 1974.

Data shown in Table 1 were taken from the NCSU admissions data file and represent all black freshmen enrolled in fall, 1974. Data in remaining tables were taken from the freshmen survey given annually to samples of entering freshmen from each of the eight schools at NCSU. Black freshmen not included in random samples taken from each school were surveyed at black student orientation held at the beginning of the fall, 1974 semester. A total of 60 black students completed the survey at black orientation, and 12 completed it as part of the survey of the entire freshmen class. This total sample represents 46.5 percent of all black freshmen in 1974.

SUMMARY

CHSR, SAT, and UPGA Mean SAT scores and UPGA were lower for black freshmen than for non-black freshmen with these differences being slightly greater for males than for females. With the exception of SATM, scores for both black and non-black students were slightly higher for females than for males. Mean CHSR's were equal for black and non-black freshmen. *SEE TABLE 1.*

Political Views. More than one-half (54%) of black freshman consider themselves liberal with regard to political views, however, the majority of non-black freshman (56%) consider their political views as middle-of-the-raod. Black male students tend to be more liberal than black females while non-black males are slightly more conservative than non-black female students. *SEE TABLE 7.*

Freshmen participation in selected activities. A large proportion of both black students (67%) and non-black students (71%) visited an art gallery or museum during the year prior to entry to NCSU. Nearly three-fourths of non-blacks attended a play, musical, or outdoor drama, compared to less than two-thirds of black students. Less than 15% of black and non-blacks attended a classical ballet performance, however, this percentage was much higher for women than for men. In most of the selected activities, percentages were higher for females than males. *SEE TABLE 8.*

Religious views. A higher proportion of non-black freshmen (86%) than black freshmen (71%) indicated that they were raised in the protestant faith. However, both of these percentages were almost 10% lower when compared to students' present religious preference. Nine percent of both black and non-black males indicated that they had no religious preference at this time. *SEE TABLE 9.*

Need for special assistance in selected areas. (a) Much higher percentages of black students than non-black students anticipate a need for special assistance in all of the selected areas. Three-fourths of black freshmen indicated that they may need help in mathematics while only 42% of non-blacks anticipate this need. The highest proportion of non-black students (53%) as well as black students (70%) indicated that they may need special assistance in planning for a career or occupation. Slight differences were found between non-black males and females while the differences between black males and females were much greater.
(b) Seventy-six percent of black students and 59% of non-black students expressed interest in a one-hour credit course in career development. *SEE TABLE 10.*

Choice of career or occupation. In rating the importance of several items on long term choice of a career or occupation, black students rated every item as being much more important than did non-black students. More than four-fifths of black students and 61 to 67% of non-black students rated "can be helpful to others," "able to work with people," and "intrinsic interest in the field," as very important. The least important career objective for both blacks and non-blacks is "avoiding pressure." The rate of importance varied considerably between males and females in several instances. *SEE TABLE 11.*

Preferred housing arrangements. Both blacks and non-blacks show a strong preference (approximately 71%) for co-ed housing arrangements. Nearly one-half of both black and non-black male students prefer "co-ed halls with different sexes in alternating rooms or suites." However, only 15% of black women and 18% of non-black women prefer this type of co-ed housing arrangement. The majority of black females (51%) prefer co-ed housing with different sexes on alternating halls, while the majority of non-black females (44%) prefer single-sex halls. *SEE TABLE 12.*

Decision to enroll at NCSU. (a) NCSU was the first choice of a college or university for 83% of non-black freshmen, however, only 66% of black freshmen indicated that NCSU was their first choice.
(b) The major reason for enrolling at NCSU given by 42% of the black and 53% of the non-black freshmen is "specific strength in intended field of study." Thirty-nine percent of black students selected "general academic reputation" as their major reason for entering NCSU. *SEE TABLE 2.*

Decision to enroll at NCSU. Representatives from NCSU Admissions office and high school counselors had the greatest influence on black students' decision to enter NCSU, however, they had very little influence on non-black students' decisions. For non-black students, friends and parents had the strongest influence on this decision. *SEE TABLE 3.*

Educational Goals. A much higher proportion of black students (82%) than non-black students (49%) plan to eventually complete a masters or doctorate degree. These percentages are slightly lower for non-black females than for non-black males. *SEE TABLE 4.*

Educational Goals. In rating the importance of selected educational goals, "preparing for a career or good job after graduation," was most important for both black and non-black freshmen. However, a higher proportion of black students (97%) than non-black (86%) rating this goal as very important. Black students rated most goals much higher than did non-blacks and female ratings were notably higher than male ratings in several cases. The second most important goal for blacks is "acquiring background and specialization for further education in a professional, scientific, or scholarly field," while "personal development - understanding one's own abilities, limitations, and standards of behavior" was second most important for non-blacks. "Developing an appreciation and enjoyment of art, music, and literature" was the least important educational goal for both blacks and non-blacks. *SEE TABLE 5.*

Campus Issues. Nearly 100% of both blacks and non-blacks agreed that women should receive the same salary and opportunities for advancement as men in comparable positions. However, only 29% of non-black males, compared to 81% of non-black females, strongly agreed with this issue. Black and non-black freshmen largely agreed that faculty promotions should be based in part on student evaluations (80% and 84%, respectively) and that even if a college employs open admissions, it should use the same standards in awarding degrees to all students (72% and 78%, respectively). More than twice as many blacks (51%) as non-blacks (24%) agreed that students from disadvantaged backgrounds should be given preferential treatment in college admissions. Only 9% of blacks and 4% of non-blacks agreed that college officials have the right to regulate behavior off-campus.
SEE TABLE 6.

TABLE 1

MEAN CHSR, SATV, SATM, AND UPGA

	Black			Non-black		
	Male	Female	Total	Male	Female	Total
CHSR	58	63	60	59	63	60
SATV	38	42	40	48	50	48
SATM	45	43	44	55	53	55
UPGA	1.85	2.01	1.92	2.17	2.28	2.20

TABLE 2

DECISION TO ENROLL AT NCSU

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
Which choice of a college or university was NCSU for you?						
1st choice	69%	64%	66%	82%	83%	83%
2nd choice	20	28	24	17	14	16
3rd choice	11	8	10	2	3	2
Number responding	*35*	*36*	*71*	*285*	*113*	*397*
What is the major reason you decided to enroll at NCSU?						
Special strength in intended field of study	55%	31%	42%	56%	44%	53%
General academic reputation	30	47	39	14	16	15
General impression of campus and students	9	6	7	14	22	16
Close to home	3	8	6	6	10	7
Financial aid	3	3	3	1	2	1
Not accepted at institution of first choice	-	3	1	3	6	4
Success of athletic teams	-	3	1	3	-	2
Friends enrolled here	-	-	-	2	1	2
Number responding	*33*	*36*	*69*	*282*	*110*	*392*

*Weighted to reflect actual proportions of non-black students.

TABLE 3

RATE INFLUENCE THAT EACH OF THE FOLLOWING HAD ON YOUR DECISION TO ENTER NCSU.

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
Parents						
Strong influence	19%	18%	18%	20%	20%	20%
Moderate influence	47	59	53	48	44	47
No influence	34	23	29	32	37	33
Representatives from NCSU Admissions Office						
Strong influence	31	49	40	6	7	6
Moderate influence	31	31	31	28	30	29
No influence	38	20	28	66	63	66
High school teacher(s)						
Strong influence	26	3	14	10	9	10
Moderate influence.	35	36	36	34	30	33
No influence	39	61	50	56	60	57
High school guidance counselor						
Strong influence	32	26	29	9	8	9
Moderate influence	42	41	42	41	33	39
No influence	26	32	29	51	59	53
Friends						
Strong influence	35	13	24	32	37	32
Moderate influence	35	53	44	44	31	40
No influence	29	34	32	25	32	27
Relatives						
Strong influence	22	6	14	9	9	9
Moderate influence	28	44	36	23	15	20
No influence	50	50	50	69	77	71
Number responding	*33*	*35*	*67*	*281*	*108*	*389*

*Weighted to reflect actual proportion of non-black students

TABLE 4

EDUCATIONAL GOALS

	BLACK			Non-black*		
	Male	Female	Total	Male	Female	Total
What is the highest level of education you you plan to complete?						
College, but less than bachelors degree	-%	-%	-%	1%	1%	1%
Bachelor's degree or equivalent	17	19	18	47	55	50
Master's degree (MA, MS, MBA)	51	54	53	32	28	31
Doctorate degree (PhD, MD, EdD, JD)	31	27	29	19	16	18
Number responding	*36*	*37*	*72*	*283*	*110*	*393*

*Weighted to reflect actual proportions of non-black students.

TABLE 5

INDICATE BELOW THE IMPORTANCE OF THE FOLLOWING GOALS OF YOUR EDUCATION AT NCSU TO YOU PERSONALLY

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
Preparing for a career or good job after graduation						
Very important	97%	97%	97%	89%	83%	86%
Moderately important	3	3	3	10	17	12
Not important	-	-	-	1	1	1
Acquiring background and specialization for further education in a professional, scientific, or scholarly field						
Very important	80	92	86	62	67	64
Moderately important	17	8	13	27	25	27
Not important	3	-	1	10	8	9
Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge						
Very important	88	81	85	44	53	46
Moderately important	12	19	15	51	44	49
Not important	-	-	-	5	3	4
Personal development - understanding one's own abilities, limitations, interests, and standards of behavior						
Very important	71	89	80	63	82	67
Moderately important	24	11	17	34	17	30
Not important	6	-	3	4	-	3
Developing an ability to write and speak clearly, correctly, and effectively						
Very important	63	78	71	31	43	34
Moderately important	31	19	25	57	49	54
Not important	6	3	4	12	8	11
Social development - gaining experience and skills in relating to other people.						
Very important	54	78	67	49	67	53
Moderately important	40	22	31	47	31	43
Not important	6	-	3	4	2	3
Acquiring a broad cultural and literary education						
Very important	49	73	61	26	45	32
Moderately important	51	27	39	65	52	61
Not important	-	-	-	9	3	7
Knowing how to participate effectively as a citizen in one's community and in wider areas						
Very important	57	62	60	30	36	32
Moderately important	43	32	38	61	59	61
Not important	-	5	3	8	5	7
Developing an understanding and appreciation of science and technology						
Very important	57	51	54	52	30	46
Moderately important	40	43	42	42	58	46
Not important	3	5	4	6	11	7
Understanding different philosophies, cultures, and ways of life.						
Very important	34	57	46	19	33	23
Moderately important	54	43	49	60	61	61
Not important	11	-	6	20	5	17
Developing an appreciation and enjoyment of art, music, and literature.						
Very important	23	31	27	12	27	15
Moderately important	63	61	62	52	59	54
Not important	14	8	11	38	13	31
Number responding	*35*	*37*	*72*	*284*	*111*	*395*

*Weighted to reflect actual proportions of non-black students.

TABLE 6

PROPORTION WHO AGREE OR STRONGLY AGREE WITH SELECTED CAMPUS ISSUES

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
College officials have the right to regulate behavior off campus						
Strongly agree	3%	3%	3%	-%	-%	-%
Agree	3	8	6	5	3	4
Faculty promotions should be based in part on student evaluations						
Strongly agree	15	14	14	18	17	18
Agree	71	62	66	65	68	66
College grades should be abolished						
Strongly agree	12	3	7	3	2	2
Agree	6	8	7	11	9	11
Colleges would be improved if organized sports were de-emphasized						
Strongly agree	3	3	3	2	1	1
Agree	15	16	15	8	7	8
Student publications should be cleared by college officials						
Strongly agree	-	-	-	-	-	-
Agree	29	24	26	23	14	22
College officials have the right to ban persons with extreme views from speaking on campus.						
Strongly agree	-	3	1	1	-	1
Agree	3	5	4	17	8	13
Universities should restrict enrollment in degree programs in which supply of graduates exceeds demand.						
Strongly agree	6	14	10	6	9	7
Agree	32	41	37	44	32	41
College students attending public universities should pay a greater proportion of the cost to educate themselves.						
Strongly agree	6	-	3	1	-	-
Agree	15	8	11	15	11	14
Marijuana should be legalized.						
Strongly agree	3	6	4	5	4	4
Agree	25	28	26	28	34	30
Women should receive the same salary and opportunities for advancement as men in comparable positions.						
Strongly agree	53	81	68	29	81	44
Agree	41	19	30	66	16	51
Open admissions should be adopted by all publicly supported colleges.						
Strongly agree	6	8	7	2	4	3
Agree	23	8	15	7	7	8
Even if it employs open admissions, a college should use the same standards in awarding degrees to all students.						
Strongly agree	21	20	21	14	17	15
Agree	55	49	51	65	58	63
Students from disadvantaged backgrounds should be given preferential treatment in college admissions.						
Strongly agree	19	3	10	1	2	2
Agree	44	38	41	23	21	22
Number responding	*34*	*37*	*71*	*284*	*111*	*395*

*Weighted to reflect actual proportions of non-black students.

TABLE 7

POLITICAL VIEWS

	Black			Non-black*		
	Male	Female	Total	Male	Female	Total
Ultra-liberal	-%	5%	3%	1%	1%	1%
Liberal	58	46	51	28	30	28
Middle-of-the-road	36	43	40	54	64	56
Conservative	6	5	6	16	10	14
Untra-conservative	-	-	-	-	-	-
Number responding	*33*	*37*	*70*	*279*	*108*	*387*

*Weighted to reflect actual proportion of non-black students

TABLE 8

PROPORTION OF NEW FRESHMEN PARTICIPATING IN SELECTED ACTIVITIES DURING YEAR PRIOR TO ENTRY

	Black			Non-black*		
	Male	Female	Total	Male	Female	Total
Visiting an art gallery or museum	68%	67%	67%	69%	75%	71%
Attending a play, musical or outdoor drama	50	73	62	68	89	74
Attending a religious concert	39	54	47	36	46	39
Doing wood working, ceramics, weaving or other craft	32	47	40	44	57	47
Doing painting, sculpture, etching, etc.	32	38	35	29	38	32
Attending a symphony concert	30	31	30	29	42	32
Participating in the production of a play	29	27	28	29	30	29
Playing in an instrumental concert or recital	24	24	24	16	20	17
Singing in a choral or concert recital	21	22	21	16	26	19
Attending a chamber music concert	12	17	14	23	25	23
Attending a classical ballet performance	9	19	14	9	19	12
Number responding	*34*	*37*	*71*	*284*	*111*	*395*

*Weighted to reflect actual proportion of non-black students

TABLE 9

RELIGION IN WHICH REARED AND PRESENT RELIGIOUS PREFERENCE

	Protestant		Catholic		Jewish		Other		None		Number Responding
	Reared	Present	Reared	Present	Reared	Present	Reared	Present	Reared	Present	
Black											
Male	68%	63%	6%	3%	-	-	26%	25%	-	9%	32
Female	74	76	9	9	-	-	17	12	-	3	35
Total	71	70	8	6	-	-	21	18	-	6	67
Non-Black*											
Male	84%	76%	8%	5%	-	-	7%	9%	2%	9%	290
Female	90	84	8	8	-	-	2	2	-	5	111
Total	86	78	8	6	-	-	5	7	1	8	291

*Weighted to reflect actual proportion of non-black students.

TABLE 10

PROPORTION OF STUDENTS NEEDING SPECIAL ASSISTANCE IN SELECTED AREAS

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
Selecting an academic major or field of study	53%	35%	44%	35%	26%	32%
Writing skills	62	43	52	38	42	39
Reading skills	47	22	34	24	17	21
Study skills	59	37	48	39	32	37
Mathematics	68	81	75	44	41	42
Personal Counseling	56	54	55	23	23	22
Planning for a career or occupation	65	75	70	50	58	53
PROPORTION INTERESTED IN ONE-HOUR CREDIT COURSE IN:						
Study skills	67	61	64	48	31	44
Career Development	73	79	76	58	58	59
Number Responding	*34*	*37*	*71*	*283*	*110*	*393*

*Weighted to reflect actual proportion of non-black students

TABLE 11

INDICATE THE IMPORTANCE OF THE FOLLOWING IN YOUR LONG-TERM CHOICE OF A CAREER OR OCCUPATION

	Black			Non-Black*		
	Male	Female	Total	Male	Female	Total
Can be helpful to others						
Very important	76%	86%	81%	60%	78%	65%
Moderately important	24	14	19	38	23	34
Not important	-	-	-	2	-	1
Able to work with people						
Very important	85	81	83	55	75	61
Moderately important	12	17	14	40	20	35
Not important	3	3	3	5	5	5
Intrinsic interest in the field						
Very important	78	82	80	66	72	67
Moderately important	22	18	20	31	26	29
Not important	-	-	-	3	2	3
Chance for steady progress						
Very important	88	76	81	54	58	55
Moderately important	12	22	17	42	38	41
Not important	-	3	1	4	4	4
Job openings generally available						
Very important	76	78	77	40	41	40
Moderately important	24	17	20	48	52	48
Not important	-	6	3	12	8	11
High anticipated earnings						
Very important	67	78	73	44	24	38
Moderately important	33	16	24	50	64	53
Not important	-	5	3	6	13	8
Can make an important contribution to society						
Very important	61	72	67	47	66	52
Moderately important	36	25	30	48	30	42
Not important	3	3	3	5	5	5
Can work with ideals						
Very important	67	69	68	36	69	60
Moderately important	30	23	26	41	31	39
Not important	3	9	6	3	-	2
Rapid career advancement possible						
Very important	64	67	65	37	18	31
Moderately important	36	25	30	51	63	54
Not important	-	8	4	12	18	15
Well-respected or prestigious occupation						
Very important	64	47	55	26	23	26
Moderately important	30	44	38	53	54	53
Not important	6	8	7	21	23	22
Great deal of independence						
Very important	64	42	52	43	51	46
Moderately important	36	47	42	47	39	45
Not important	-	11	6	10	10	10
Can avoid pressure						
Very important	30	20	25	18	19	18
Moderately important	48	49	49	43	49	45
Not important	21	31	26	40	32	38
Number responding	*33*		*70*	*386*	*110*	*396*

*Weighted to reflect actual proportion of non-black students

TABLE 12

PREFERRED ON-CAMPUS HOUSING ARRANGEMENTS

	Black			Non-black*		
	Male	Female	Total	Male	Female	Total
Single Sex Hall	21%	35%	28%	23%	44%	29%
Co-ed with different sex on alternating halls	35	51	44	30	38	31
Co-ed with different sex on alternating rooms or suites	44	14	28	48	18	40
Number responding	*34*	*37*	*71*	*283*	*110*	*393*

*Weighted to reflect acutal proportion of non-black students